Messages

Principal’s message

2011 was a very productive year at Yerong Creek Public School. Funding received from the Low SES School Communities National Partnership program was utilised to employ an extra teacher and to fund professional learning for staff. The staff partook in strategic training to improve the learning outcomes of students.

I would like to thank the staff for the commitment and professionalism they have displayed throughout the year in providing the best educational opportunities for the students of Yerong Creek Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Gayle Pinn

P & C message

The Yerong Creek Public School has had a busy and very successful year in 2011, with parents, students, friends and staff working together for the benefit of our children.

The school’s Parents and Citizens (P&C) supports and serves the school in various social, fundraising and practical ways.

Fundraising was conducting through events such as the Musica Viva, clearing sale, Bernie O’Connor football and netball carnival, wood raffles, cake stalls and the Henty Machinery Field Days amenity cleaning. The significant funds raised at these events will be used for various school programs, including the continued funding of extra-curricular activities for all families, the purchase of document cameras and reading material. In 2011, the P&C funded the students attending the Festival of Instrumental Music in Sydney.

Elizabeth Webb - Secretary

Student representative’s message

The students have been involved in many leadership activities this year, including attending the Impact Leadership conference in Wagga.

The year 5 and 6 students participated in the Meals on Wheels program. We represented the school at the opening of the Yerong Creek hall, and the Lockhart Shire Council building.

The student body conducted a mini-fete to raise money for the purchase of iPads for the school. We also conducted a Whacky Athletics day and raised funds for the East Africa Famine Appeal.

We have enjoyed our time as school leaders at Yerong Creek Public School.

Ruby Yates and Maddy McQualter

School Captains
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Management of non-attendance

Teachers record student absences in the class roll each day. Parents or caregivers are contacted to supply an explanation of student non-attendance. Regular items about attendance are placed in the school newsletter outlining requirements. The Home School Liaison Officer is contacted regarding students who have a poor attendance record.Merit cards are presented to students who have excellent attendance each term.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>K</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>3-5</td>
<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3-5</td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Structure of classes

Funding from the National Partnerships Low SES program was used to form three classes for literacy and mathematics lessons.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.168</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The teaching staff is also supported by a part-time School Administrative Manager and three part-time School Learning Support Officers. A part-time Community Engagement Officer and School Administrative Officer were also employed. There are no staff that identify being of Aboriginal heritage.

**Staff retention**

During 2012, Miss Guthrie, Mrs McRorie and Mrs Burkinshaw were employed in temporary positions. Mrs Clancy took maternity leave.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>33786.19</td>
</tr>
<tr>
<td>Global funds</td>
<td>59115.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>83792.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15116.63</td>
</tr>
<tr>
<td>Interest</td>
<td>1594.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3958.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>197363.86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9904.89</td>
</tr>
<tr>
<td>Excursions</td>
<td>3341.70</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9072.56</td>
</tr>
<tr>
<td>Library</td>
<td>1824.40</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12571.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>90494.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4533.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>20909.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6959.25</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11348.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4359.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2219.72</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>177538.89</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>19824.97</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

- Year 5 and 6 students performed at with the Riverina Recorder Ensemble at the Education Week celebrations. Four students also performed at the Opera House in the Festival of Instrumental Music.
- All students participated in the Musica Viva program.
- Yerong Creek Public School hosted the Greater Kengal Creative Arts Day. All
students participated in dance, drumming and visual art activities.

**Sport**

- All students participated in the intensive swimming program.
- Toni was joint winner of the Crestview Trophy, for outstanding achievement in sport.
- All students participated in the Greater Kengal swimming, cross-country and athletics carnivals tennis and games day, and the ball games day.
- Students represented the school at the Southern Riverina and Riverina trials in tennis, athletics, swimming, touch, football and netball.
- Students combined with the Greater Kengal schools to form teams for the Super 8s cricket day, touch gala day, Paul Kelly Cup knock-out and football and netball carnival.
- The school again entered a team into the State Small Schools Soccer Knockout competition.

**Respect and Responsibility**

- Students attended the Yerong Creek Anzac Day march. A Remembrance Day service was held at the school.
- Year 5 and 6 students volunteer for the Meals on Wheels program.
- Senior students represented the school at the opening of the local hall.
- The school captains represented the school at the opening of the Lockhart Shire Council building.
- A student committee organized a Wacky Athletics day to raise funds for the East Africa Famine appeal.

**Other**

- Students participated in the Greater Kengal Science day, with the focus being designing and making.
- Students travelled to Charles Sturt University for the annual Maths Day.
- All students in Years 3-6 participated in the public speaking and debating program. The senior debating team participated in the final for the Culcairn Lion’s Club Debating Competition. The school team was in the quarter finals of the Regional Premier’s
Debating competition. Four students participated in the Multicultural Public Speaking Competition.

- Students participated in the Premier’s Spelling Competition.
- Two teams played in the Riverina Chess Competition.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy and Numeracy – NAPLAN Year 3

In 2011, eight students in year 3 participated in the literacy and numeracy assessment. Owing to the small size in cohort, information that could possibly be used to identify the students cannot be used.

Yerong Creek Public School performed above the national average in all areas, except for spelling, which was slightly below the national average.

Literacy and Numeracy – NAPLAN Year 5

In 2011, four students in year 5 participated in the literacy and numeracy assessment. Owing to the small size in cohort, information that could possibly be used to identify the students cannot be used.

Students performed above the national average in reading, grammar and punctuation and numeracy above the National Average, and equal to the national average in spelling. They performed below the national average in writing.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. However, owing to the small size of the cohort, information that could possibly be used to identify students cannot be used.
Significant programs and initiatives

Aboriginal education

- School leaders give acknowledgment at assemblies and formal occasions.
- Teachers integrate Aboriginal history and culture into the classroom program. In 2011, the students learnt about the Wave Hill Walkout and the meaning to the songs *from Little Things Big Things Grow* and *Solid Rock*.
- All students participated in the making of a musical video for Generation One, with the focus on removing Aboriginal disparity.

Multicultural education

- Students were involved in a number of cultural activities at the Greater Kengal Harmony Day.
- All students learnt about the culture of Iceland and attended the CWA International Day.

National partnership programs

Yerong Creek Public School received funding through the Low SES School Communities National Partnerships program.

This funding was used to provide professional learning in the Accelerated Literacy program for three teachers. All staff participated in the Team Leadership for School Improvement Program.

Funding was also used to pay for a 0.4 teacher to enable the school to conduct stage based classes.

All teachers commented that the professional learning provided throughout the year has improved the quality of their teaching.

Progress on 2011 targets

Target 1

Greater than 90% of students achieve stage based outcomes in writing, talking and listening and reading.

Our achievements include:

- 90% of students achieved at the expected standard in reading, with 46% achieving at a high or outstanding level.
- Teachers developed their skills in the Accelerated Literacy pedagogy to improved their teaching of reading and writing.
- Teachers explicitly taught of talking and listening skills.
- Students at risk were involved in a mastery reading and spelling program.
Teachers participated in Professional learning on the area of student feedback.

Teachers participated in Professional Learning about consistent teacher judgments with a focus on persuasive texts.

83% of students achieved appropriate stage outcomes for writing, with 40% achieving at the high or outstanding level.

83% of students achieved at the expected standard for talking and listening, with 23% achieving at a high or outstanding level.

90% of students achieved at the expected standard in reading, with 46% achieving at a high or outstanding level.

**Target 2**

Greater than 90% of students achieve stage based outcomes in numeracy.

Our achievements include:

- Teachers using Count Me In Too strategies to assist with the understanding of place value concepts.
- The introduction of short focused numeracy activities in the K-2 classroom.
- Updating necessary numeracy resources and games
- Targeted support for individual learning needs.
- 76% of students achieving the expected stage in numeracy, with 36% of students achieving at a high or outstanding level.

**Target 3**

All students participate in the viewing of live drama. Students participate in drama performances for authentic purposes.

Our achievements include:

- All students participated in authentic drama productions throughout the year.
- A well sequenced drama program developed, with a focus on skills.

**Target 4**

*Students and teachers further develop effective technology skills of all students.*

Our achievements include:

- Students participated in three virtual excursions throughout the year.
- All teachers are utilising IWB, iPads and iPods into their teaching and learning program.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of [Enter text here.]

**Educational and management practice**

**Community Engagement**

**Background**

Yerong Creek Public School received significant funding from the Low SES Communities National Partnership program. The improvement of community engagement has been a focus of this program within the school. All parents and staff members were invited to complete an online survey. Eight parents and seven staff members responded.

**Findings and conclusions**

Positive responses were received regarding the school community being involved in the development and monitoring of key activities in the school plan, and the community working together to support student learning.

However, there were less favorable responses regarding the school supporting community members to contribute to its success and the school talking to community members when there are important decisions to be made.

The most successful things the school and community do together to improve students’ learning outcomes were stated as being the CWA cultural days, participation in Anzac Day, class news and open days at school.

The things the school and community could do better to improve student learning were stated as being getting more parents involved in learning at
home, more community helpers in the classroom, more parents attending information sessions.

**Future directions**

**Strengthening Community Engagement**

Workshops were conducted by the School Development Officer for parents and staff. A Community Engagement improvement plan was developed. The plan included the following strategies:

- reducing school assemblies to twice per term, and personally invite parents;
- invite parents to observe class lessons;
- conduct parent information sessions with a dinner provided;
- keep the school website updated;
- start a school Facebook page;
- conduct a school and community picnic; and
- have the senior students involved in the Broadband for Seniors program.

**Curriculum Background**

Staff and students were invited to complete an online literacy survey, as part of the Low SES Communities National Partnerships evaluation.

**Findings and conclusions**

The students responded positively to the questions *My teacher tells me what I need to do to improve my results in English, The work we do in English challenges me and makes me think* and *The teacher tells me what I am doing well in English.*

The students were less positive to the questions *I believe I have good reading skills and The activities the teacher uses in literacy helps me learn.*

All staff believe they have a deep knowledge of the English K-6 syllabus and they use the NAPLAN data when programming for teaching. They also believed that the professional learning provided this year has improved their teaching.

The staff stated they were not confident in integrating literacy across the curriculum.

**Future directions**

The staff agreed they would like the time to consolidate and implement the knowledge they have gained from the professional learning provided this year. The focus will be on integrating the teaching of comprehension strategies and spelling across all learning areas.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school and its involvement in the Greater Kengal Network of Schools.

All students in Greater Kengal were surveyed on the newly planned Stage Days by answering the following questions:

**Did you enjoy the day?**

**Do you think we should have more days like this?**

**What did you enjoy the most?**

**How could we make the day better?**

**Their responses are presented below:**

The Greater Kengal network consists of:

- Girls 66% and Boys 34%

99% of the Girls enjoyed the day with only 85% boys.

97% of students supported our Network conducting more GK Stage Days in 2012.

Overall:

- All students enjoyed participating in their literacy and numeracy activities stage groups.
- Socialising at recess and lunch time through talk and play was a highlight.
- Early Stage 1 and S1 students enjoyed music and singing activities.
- Stage 2 and 3 students enjoyed group PE/sport activities.
- Most students enjoyed being with their stage group for the day.

Discussions with staff and school parents groups indicated that the day was very successful. Greater Kengal schools will participate in more
Stage Days in 2012 continuing with the focus on improving teaching and learning outcomes for students in literacy and numeracy.

**Professional learning**

Three teachers completed training in the Accelerated Literacy pedagogy. They were also involved in professional learning in the use of the literacy and numeracy continuums, and conducting short, focused lessons in place value.

Professional learning was also conducted in the implementation of iPods and iPads in the classroom.

All staff completed mandatory training at staff development days.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Improve student learning in Literacy.

**2012 Targets to achieve this outcome include:**

All students move forward at least one cluster on the Literacy Learning Sequence.

**Strategies to achieve these targets include:**

- Teachers participate in professional learning involving the Super 6 comprehension strategies.
- All teachers implement the Accelerated Literacy pedagogy in the teaching of reading and writing.
- Professional Learning on integrating spelling into all curriculum areas and transfer spelling strategies across all areas.
- An information evening to be conducted for parents on the importance of reading and speech development.

- Collect, collate and analyse data for all areas at Greater Kengal network days.
- Staff to become familiar with the Literacy Continuum.
- Use Greater Kengal combined Smartdata for future planning.
- Employment of a teacher to allow stage based classes.
- Purchase multiple copies of readers.

**School priority 2**

**Outcome for 2012–2014**

Improve student learning in Numeracy.

**2012 Targets to achieve this outcome include:**

All students move forward at least one cluster on the Numeracy Learning Sequence.

**Strategies to achieve these targets include:**

- Implement TEN intervention program with Early Stage/Stage 1 students.
- Create an overview of TEN games and strategies.
- Consolidate understanding of place value across all stages.
- Collect and collate and analyse data for all numeracy areas at Greater Kengal network days.
- Use combined Greater Kengal Smartdata for future planning.
- Employment of a teacher to allow stage based classes.

**School priority 3**

**Outcome for 2012–2014**

Innovation in the use of interactive technologies for teaching and learning; and for teacher professional learning and administration.

Improve student learning in Technology.

**2012 Targets to achieve this outcome include:**

Teachers and students effectively implement Technology in all curriculum areas.

**Strategies to achieve these targets include:**

- Professional learning in the setting up of iPods to use in the classroom.
• Training in the use of the Connected Classroom equipment.
• Professional learning for staff in use and evaluation of iPads for administrative purposes.

School priority 4
Outcome for 2012–2014
• Strengthened leadership and management capacity of teachers and principals to drive school improvement.
• Increased teacher and school leader capacity to improve student learning outcomes in a changing environment.
• Joining with other schools to create a Partnership Mentor position at PH2 level to support leadership development programs, provide training in analysis of data, support induction of early career teachers and coordinate professional learning networks.

2012 Targets to achieve this outcome include:
• All staff will have a high quality professional learning plan linked to the school plan.

Strategies to achieve these targets include:
• Provision of high quality professional learning within the Greater Kengal.
• Teachers receive and provide feedback to colleagues through lesson studies within the school and network.
• Develop PL plans for all staff members, which reflect the school needs and principals of quality teaching.
• Develop PL plans for all staff members, which reflect the school needs and principals of quality teaching.
• Continue to share develop units of work and resources via the Greater Kengal Wiki.
• Roles and responsibilities within the Greater Kengal network well defined.
• Professional Learning included on GK network meeting’s agenda.
• Greater Kengal professional learning budget formalized.

• Greater Kengal professional learning calendar developed for School Plan targets.
• Structured in-school leadership programs established.
• Evidence in class programs that programming has been informed by student learning data.
• Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning.

School priority 5
Outcome for 2012–2014
• Individual learning plans developed for all Aboriginal students.
• Deep understanding of the DEC Aboriginal Education policy by all staff.
• Increased engagement of parents of Aboriginal students.

2012 Targets to achieve this outcome include:
Improved learning outcomes for Aboriginal students.

Strategies to achieve these targets include:
• Review and revise the DEC and school’s Aboriginal Education policy.
• Sharing understanding of individual learning plans for Aboriginal students.
• Engage parents and carers of Aboriginal students in their child’s learning through Individual Learning Plans.
• Identify curriculum areas suitable for teaching an Aboriginal perspective.

School priority 6
Outcome for 2012–2014
• The school plan is collaboratively developed by staff and community members with formal structures in place for reporting and review.
• School literacy and numeracy goals and targets are translated by all staff members into measurable strategies in their teaching programs.
Regular monitoring of the school plan is undertaken to ensure literacy and numeracy targets and priorities are reflected in all teaching programs.

2012 Targets to achieve this outcome include:

Strategies to achieve these targets include:

School teaching programs reflect school literacy and numeracy targets.

Increased the number of parents engaged in student learning and social activities.

Strategies to achieve these targets include:

- Professional Learning provided to develop skills in transferring school targets into teaching strategies.
- Employment of a Community Engagement Officer
- Employment of a School Administrative Officer to assist teachers with administrative tasks.
- Parent informations sessions held each term.
- Professional learning in the use of community engagement resources.
- Complete Team Leadership in School Improvement modules
- Teachers complete lesson studies of peer lessons and provide effective feedback.
- Parents observing teacher's lessons.
- Develop a school Facebook page.
- Parent information session held regarding community engagement, literacy and speech.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Gayle Pinn- Principal
Jessica Guthrie- Teacher
Kellie Noske- Community Engagement Officer

School contact information

Gayle Pinn
Cole St Yerong Creek NSW
Ph: 0269203521
Fax: 0269203559
Email: yerongck-p.school@det.nsw.edu.au
School Code: 3556

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: